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ABSTRACT

A mathematics and science tutorial program at the University of California, San Diego is described to provide a model for other university tutorial programs. Descriptions of the format of various components of the program are provided. Detailed information is also provided on the required tutor training class, tutor and tutee recruitment, procedure for tutor payment, and program effectiveness. A program timeline and specimens of program forms are included. (Author/JMF)

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The OASIS Peer Tutoring Program:

A Model for Academic Support

July 1976

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This paper describes the mathematics and science tutorial program at the University of California, San Diego. This program is offered through the Office of Academic Support and Instructional Services (OASIS) and was recently chosen by the University of California President's Task Group on Academic Support Services as an outstanding academic support program for the University of California (University of California, 1975). The purpose of this paper is to provide a model of the tutorial program that could be implemented on other campuses with similar needs.

The tutorial program was developed in 1971[1] as a result of the University's commitment to actively recruit and admit non-traditional (i.e., low income, ethnic minority, etc.) students. Despite high motivation and high school success of some of these students, many of them are not prepared for the intense academic competition they encounter at the university level. This program, a response to concern over the poor retention rate of non-traditional students, has proven to be very successful both in terms of retention and comparative achievement.

The tutorial program offers individual and group tutoring on a quarter-long basis to all students who request supplemental academic support in lower division math, physics, biology, and chemistry courses. For students who require occasional or

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[1] The tutorial program was designed by Dr. Richard Whitehill. Dr. Whitehill is currently serving as Assistant Vice-Chancellor of Student Affairs, UCSD.

short-term problem-oriented aid, the program also provides a math/physics walk-in clinic and a biology/chemistry walk-in clinic.

The tutors for the program are upper division students who have a GPA of 3.0 or above and who have demonstrated competence in one of the four subject areas. They are required to go through an initial practicum training course for which they receive academic credit. After successful completion of the training course, the tutors may then work for a stipend of $150.00 which is paid in one installment at the end of each quarter.

The students tutored (tutees) enter into the program voluntarily. There are approximately 300 - 400 tutorial requests for individual tutors each quarter. Between 100 and 150 tutors participate in the individual program and an additional 30 - 40 work in the clinics. At the end of each quarter, the program is evaluated to assess program effectiveness and provide data for necessary changes and modifications.

The body of this paper describes each aspect of the program in detail. The following sub-sections provide sufficient information for each component to enable the reader to implement a similar program: Tutor Recruitment, Tutor Training Class, Procedure for Payment, Tutee Recruitment, Program Model, Clinic Format, and Program Effectiveness.

Tutor Recruitment

The major recruitment for tutors takes place at the end of

each summer, approximately one month prior to the beginning of the quarter. Each potential tutor receives a recruitment packet containing information about the tutorial program, the tutor training class, and an application (Appendix I). Other methods of recruitment include announcements made in upper division classes, ads and articles in the student newspaper, and posters placed on campus kiosks.

Students who are eligible to be tutors must have upper division class standing, a 3.0 or above GPA, and major in math, one of the hard sciences, or in a science-related field. These students are identified from registrar master lists. Because the program must have a minimum of 100 tutors in order to operate effectively, 1,000 recruitment packets are mailed each summer with an expectant success rate of 10%. Since 50% of the tutor population graduates each spring, it is necessary to refurbish the tutor supply each fall with students from the new junior class.

After the new tutors have sent or brought their applications to OASIS, they enroll in the training class for four units of credit and they are ready to begin. Those who have tutored before enroll in the class for 0 units in order to have their tutoring activity placed on their transcripts. Once these students have enrolled and signed employment forms, they are ready to begin.

Tutor Training Class

The purpose of the training class is to train students to

be effective tutors of students who need academic aid support. The required course provides academic training and practicum experiences for novice tutors to help achieve this purpose.

The goals of the course are:

1. To better inform and train tutors to be sensitive to the differences among students that affect their learning.

2. To train tutors to structure and present content and other information to increase the learner's probability of mastering the materials.

3. To train tutors to articulate learning techniques and teach the skills to their students.

The tutors learn to use a diagnostic teaching model that enables them to answer the following questions and tutor according to the information they gather from their tutees:

Does the student need a tutor?

Is the nature of the problem interpersonal?

Is the problem social/cultural?

Is the problem with general learning skills?

Is the problem academic?

What level of academic difficulty does the tutee have?

Where shall the tutor begin?

How will the tutor know when the student has learned the material?

What questions/methods need to be employed by the tutor in a particular situation?

How can the tutor provide appropriate simulated situations to prepare the tutee for examinations?

The instructional modules for the course are:

1. Probing techniques
2. Culture and communication skills
3. Personal and psychological expectations
4. Specifying objectives
5. Planning and task analysis
6. Pre-testing and diagnosing
7. Reading and study skills and test-taking anxiety
8. Psychological principles
9. Information processing

Procedure for Payment

Once a novice tutor has successfully completed the four unit training course, he or she may continue to participate in the tutorial program for a stipend. Consequently, each quarter there is a paid staff of tutors numbering between 50 and 80.

All tutors who receive a stipend for their services are considered University employees and, as such, must have their payments processed through the student employment office. The majority of tutors are paid $150.00 per quarter. This stipend is received in one installment at the end of each quarter tutored. A small percentage, about 2%, are work/study students. In compliance with the federal guidelines for work/study, these students are paid an hourly rate of $3.36 (up to $150.00 per quarter) and receive their stipend on a monthly basis. The remaining tutors, approximately ten per quarter, are paid $213.00 per quarter. These are experienced tutors who meet with small

groups of 6 - 10 tutees for given classes.

Tutee Recruitment

There are three ways potential tutees receive information concerning the tutorial program prior to their matriculation at UCSD:

1. OASIS has developed a slide-tape instructional sequence which gives an overview of available academic support programs, including the tutorial program. This slide-tape program is used during summer orientation for freshmen and is also available for viewing at the OASIS office upon request.

2. The tutorial program is also described in the college handbooks which are received by all incoming freshmen and transfer students.

3. A special letter is sent to all incoming Educational Opportunity Program (EOP) students to inform them of the tutorial program.

All students who request tutorial assistance do so voluntarily by coming to the OASIS office and filling out a tutorial request card (Appendix II). Cards are accepted no sooner than two weeks prior to the beginning of any quarter and are accepted throughout the term.

Although any student may request tutorial aid, students on academic probation and/or students who have been referred to OASIS by an academic advisor receive the highest priority in the initial assignment process. Regularly admitted EOP students

and specially admitted[2] EOP students are given the next highest priorities. All remaining students are then given tutorial assignments on a first-come, first-served basis.

Program Model

The primary activity of the first week of each quarter is focused on receiving tutor applications and tutorial request cards. It is not until the second week of the quarter, when the majority of final applications and request cards are turned in, that the staff can accurately assess the needs and resources and begin the assignment process.

OASIS provides tutorial services for approximately 40 lower division math and science classes. These classes are selected because they are either classes designed to meet general education requirements for students who are non-science or math majors or because they are the introductory core courses for math or science majors at the freshman or sophomore levels. Because tutors are required to attend the class meetings of the course in which they tutor, they are assigned only one class per quarter.

Tutors are required to indicate on the application three classes they could attend and tutor. Thus, if there are too many tutors for a particular class, the Tutorial Coordinator has the option of alternative tutorial assignments. There is

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[2] Specially admitted EOP students are the approximately 4% of the University of California student body who are admitted on the basis of criteria other than the standard requirements. The nonstandard criteria vary from campus to campus and case to case.

always an attempt made to give tutors their first course choice. Simultaneously, an attempt is made for an even distribution of tutors to classes. This helps to avoid, for example, one math class with an extensive tutee waiting list for tutors and another math class at the same level with no waiting list at all.

The tutor/tutee assignments are made during the second week. The tutors are assigned three tutees in a given class which the tutor will attend with them for the remainder of the term. The tutors receive their tutorial assignments at a general meeting and the tutees receive the tutors' names, addresses, and phone numbers by mail. At the time the tutors receive their assignments, they are also given a time sheet (Appendix III) which their tutees are required to sign after each tutorial session. The use of the time sheet provides a basis for an assessment of the amount of tutoring that actually takes place.

The tutor has the option of working with his tutees individually or as a group, but is required to meet with each tutee a minimum of once a week for two hours. Therefore, a tutor must attend the class in which he is tutoring, tutor for approximately six hours a week, and attend the training class two hours a week if he is a novice. Paid tutors are not required to attend the training class since they completed that requirement the first quarter they tutored.

The tutor is also responsible for arranging the first meeting

with the tutee, although the tutee is encouraged to take the initiative. The purpose of the first meeting is to determine if the student still wants and/or needs a tutor for that particular class.

The tutorial program is designed for the use by those students who need academic support in addition to the aid of faculty and teaching assistants (TA's) in order to survive academically. Therefore, a request for a tutor by a student who doesn't need one but wishes to guarantee an "A" grade in a particular class does not consitutute a need. Once the tutor has established that there is a need for his services, however, the tutor and tutee proceed to schedule their weekly meetings for the quarter. As stated above, these meetings can be any combination of individual or group, as long as the arrangement is agreeable to all parties.

After the initial meeting with his tutees, the tutor reports the results to the Tutorial Coordinator. This report is due by the end of the third week of the quarter. If it is determined that a tutee doesn't require tutorial aid, the tutor is assigned another student from the waiting list, if there is one. The process outlined above is again followed and continues throughout the quarter as necessary. In the unlikely event that a tutor ends up with no tutees for the class he is assigned, he is then assigned to another class or goes to work in one of the clinics (see clinic format, page13).

Between the sixth and ninth week of the quarter, the tutor is once again required to meet with the Tutorial Coordinator to give a second progress report. At this time, the tutor does both a written and verbal evaluation (Appendix IV) of his tutees.

Tutors and tutees are all informed at the beginning of the quarter that they should bring any problems related to the tutorial sessions to the attention of the Tutorial Coordinator. For example, a tutor and tutee may have a scheduling conflict, making it difficult to meet regularly. If this is the case, and the problem is discovered early enough in the quarter, the Tutorial Coordinator can switch the tutee to another tutor. Another problem that may arise is having a tutor or tutee "no show" for tutorial sessions. The Tutorial Coordinator will then talk to the miscreant to determine the reason for not showing up and take steps to mediate the problem. In some instances, it could mean dropping the offending party from the program. Problems that are not directly related to the tutorial program are referred to a more appropriate source such as an academic advisor, EOP, the Dean's office, etc. Thus, the model contains a series of checkpoints that constitute a feedback loop between the tutorial staff, tutors, tutees, and other university departments and agencies.

When the quarter (and, therefore, tutoring) is over, the tutors turn in their time sheet summaries. Simultaneously, the tutees are asked to evaluate their tutors (Appendix V). If a

tutor has been poorly evaluated by one or more of his tutees and/or has less than the minimum hours on his time sheet and there have been no extenuating circumstances, he is then required to explain his side of the story. If there is not a satisfactory explanation that cannot be documented, he will not be allowed back into the program and/or his stipend will be withheld.

Figure 1 provides a comprehensive time line for all tutorial program activities.

Figure 1

TUTORIAL PROGRAM ACTIVITIES TIMELINE

2 Weeks Before Quarter	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Finals Week
	Add/Drop period for students		First tutor progress report due			Second tutorial progress report due →				Mail tutor evaluation sheets to tutees	Receive tutor evaluation sheets
←	Accept tutor applications Enroll tutors in training class Tutors sign employment forms		Give additional tutor assignments as necessary →								
Begin acceptance of tutorial request cards	Accept bulk of tutorial request cards		Accept request cards →								
		Initial match tutors/ tutees		Send waiting list letter to tutees		Referrals to other departments begin →					
		Tutor meeting (pass out assignments)	Send letter to faculty about tutors in their class								
		Mail tutor assignments to tutees	Type employment forms	Employment forms routed to SEO	Write tutor recruitment materials for next quarter	Mail recruitment materials to prospective tutors					
						Accept tutor applications for following quarter →					Clinics close
									Accept tutorial request cards for following quarter →		

Clinic Format

The Math/Physics Clinic and the Biology/Chemistry Clinic are designed to offer tutorial aid to those students who need help on a short-term, problem-oriented basis. They are primarily walk-in services, although there are a limited number of appointments available to those students who request them.

Each clinic has a student coordinator who has responsibility for the selection of his clinic staff of 15 - 20 tutors to serve approximately 1,000 students who receive assistance each quarter. The clinics are open 35 hours a week in the afternoons and evenings and the student coordinators have the responsibility of scheduling the other tutors' hours so that there is adequate staff to provide assistance during open hours.

Qualifications for clinic tutors are more stringent than for individual tutors. These tutors must have completed the training class satisfactorily before they can work in a clinic and have previous tutoring experience. In addition, they must be able to respond to questions that may arise in the context of a lower division class in one of the four disciplines stated above.

The student clinic coordinators are required to keep records of tutoring instances. He or she must also write a report at the end of each quarter, using his records as a foundation, in order to make data-based recommendations for programmatic change.

Program Effectiveness

OASIS tutorial program effectiveness is continually monitored. The goals of the program are twofold: to have an immediate impact that results in increases in students' gradepoint average (GPA) and to have a lasting impact that results in higher GPA and less attrition after tutoring has ceased.

A recent four year study (Hedges and Majer, 1976) examined the performance of EOP students who were tutored as freshmen during the first three years of the program's operation. Covariance analysis revealed that tutored students received significantly higher adjusted overall freshmen GPA than a control group of untutored EOP freshmen. These groups were also followed through their sophomore year, and an analysis of variance revealed that in two of the three replications, students who were tutored as freshmen tended to increase their overall grade point average relative to the students who were untutored as freshmen. A chi-square analysis of attrition data also revealed that in two of three replications, students who were tutored as freshmen had significantly less sophomore year attrition than students who were untutored as freshmen.

These results indicate that both the short term and the long term goals of the tutorial program are being met. Further research will determine which aspects of the program are most facilitative of student achievement and which components of the program are most crucial.

References

Hedges, L.V. and Majer, K. A Longitudinal Comparative Study of a Process Oriented Tutorial Program. San Diego: University of California, San Diego, 1976.

University of California. Report of the Student Affirmative Action Task Groups. Berkeley, California: University of California, 1975.

Appendix I

APPLICATION

for

PROVOSTS' TUTORIAL FELLOWSHIP PROGRAM

NAME_____

ADDRESS_____
Street City Zip Code

TELEPHONE_____

SOCIAL SECURITY #_____BIRTHDATE_____MALE___FEMALE___

U.S. CITIZEN: YES___NO___ CALIFORNIA RESIDENT: YES___NO___

RELATIVES EMPLOYED AT UCSD: YES___NO___

NAME_____

RELATIONSHIP_____

DEPT. & TITLE_____

PREVIOUS OR CURRENT EMPLOYMENT AT UCSD: YES___NO___

DEPT. & TITLE_____

DATES EMPLOYED_____

****

COLLEGE_____YR._____MAJOR_____GPA_____

I WANT TO TUTOR IN THE FOLLOWING COURSES:

1. COURSE_____PROF._____
2. COURSE_____PROF._____
3. COURSE_____PROF._____
4. MATH/PHYSICS CLINIC_____
5. BIO/CHEMISTRY CLINIC_____

DESCRIBE ANY PREVIOUS TUTORING OR TEACHING EXPERIENCE YOU MAY HAVE HAD:

_____

_____

_____

Appendix II

REQUEST FOR TUTORIAL ASSISTANCE

Name _____ Date ___/___/___

_____

P.O. Box & Rm. No. or Local Address

_____ Phone _____

City Zip Code

Birthdate ___/___/___ College _____ Year _____

I request tutoring in the following math & science courses:

Course	Instructor	Do not write in this space
1.		
2.		
3.		

Appendix III

PROVOSTS' TUTORIAL FELLOWSHIP PROGRAM
TUTORING TIME SHEET

NAME_____ CLASS_____ QUARTER_____

TUTEE NAMES_____ _____

_____ _____

_____ _____

Week	Hours	Tutee Signature
1	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
2	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
3	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutured:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
4	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____

Appendix III

TUTORING TIME SHEET
Page 2

Week	Hours	Tutee Signature
5	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
6	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
7	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
8	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
9	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____
	Number of hours tutored:_____ If 0, explain on separate sheet	_____

Appendix IV

TUTEE EVALUATION

TUTOR NAME_____ DATE_____

TUTEE NAME_____ CLASS_____

Please fill out this questionnaire by using the knowledge you have of your tutee and his/her habits and by following the guidelines outlined below.

Yes means yes, you know for sure.
Maybe means sometimes or not always.
No means no.
Unknown means unsure or you really don't know.

	Yes	Maybe	No	Unknown
Is this course level appropriate?	____	____	____	____
Has background knowledge	____	____	____	____
Has ability to pick key concepts	____	____	____	____
Understands course objectives	____	____	____	____
Maintains physical health	____	____	____	____
Copes with personal/social situations	____	____	____	____
Is prepared for tutorial sessions	____	____	____	____
Always shows up for tutorial sessions	____	____	____	____
Attends class regularly	____	____	____	____
Completes reading assignments	____	____	____	____
Has study skills difficulties	____	____	____	____
Has reading problems	____	____	____	____
Takes good notes	____	____	____	____
Can study independently	____	____	____	____
Can study efficiently	____	____	____	____
Spends enough time studying	____	____	____	____
Organizes time well	____	____	____	____
Has test-taking anxiety	____	____	____	____

Appendix IV

TUTEE EVALUATION
Page 2

Midterm dates and grades received: 1. Date_____Grade____

2. Date_____Grade____

3. Date_____Grade____

4. Date_____Grade____

Do you have regular weekly meetings? Yes_____ No_____

If no, please explain_____

_____

Type of tutorial session:

Individual____ Group_____ Individual and Group____

Meet once per week_____ Number of hours____

Meet twice per week____ Number of hours____

Meet more than twice per week____ Number of hours____

Does this student need a tutor? YES ____ MAYBE ____ NO ____

(DO NOT WRITE BELOW THIS LINE)

****

Problems:

Class Evaluation:

Referral:

Appendix V

OASIS Tutor Evaluation

The purpose of this evaluation sheet is to allow us to make judgments as to the ability and usefulness of our tutors. With this information, we can make the program more effective and choose and utilize our tutors more wisely.

Please bring or send this sheet directly to the OASIS office at 250 MC.

TUTOR'S NAME_____ COURSE TUTORED_____

STUDENT'S NAME_____ YEAR & QUARTER_____

Tutor's knowledge of subject	good___	fair___	poor___
Tutor's ability to explain concepts and problem solving methods	good___	fair___	poor___
Tutor's level of enthusiasm and interest	high___	medium___	low___
Tutor's availability (within reason)	good___	OK___	poor___
Tutor's preparation: Does your tutor keep up with class and know what's happening day-by-day?	good___	OK___	poor___
Tutor's ability to relate: Do you feel comfortable with your tutor?	very___	reasonable___	no___
Does your tutor understand what your course difficulties are?	definitely___	maybe___	no___
Has this tutor helped you?	a lot___	reasonable___	no___
Has your tutor helped you with:			
Note-taking	a lot___	reasonable___	no___
Organizing time	a lot___	reasonable___	no___
Overall study habits	a lot___	reasonable___	no___
Test-taking strategies	a lot___	reasonable___	no___
Should this tutor continue to tutor?	definitely___	maybe___	no___
The OASIS tutoring program was useful to me	very___	somewhat___	useless___

Comments: Please tell us what you think about the program. What would you change? How can it be improved?